**CHAPTER I**

**INTRODUCTION**

This chapter presents background of the study, formulation of research problem, purpose of the study, significant of the study, definition of key term, and organization of the study.

1. **Background of the Study**

English has played an important role in the world as a means of international communication. Crystal, in Lee Mackey (2000: 7) says that English is rapidly assuming the role of a world language, and no other language has spread around the globe so extensively, making English a truly international language. Thus, the mastery of English is a requisite for a nation to communicate with other nations.

It is not easy to teach English in the primary school. Teaching English in the primary school is really different from teaching English in higher level. As teacher, we have to know that children love to song, children love storytelling and children love game. Primary school students, as the young learner or children, have certain characteristics and need certain treatment. Consequently, it is necessary to the teacher to know about the primary school students' characteristics as young learners and notice their needs in order to make the learning - teaching speaking process effectively done by making game, storytellig and song for young learners.

Learning English means learning language components and language skills. Grammar, vocabulary, pronunciation, and spelling are examples of language components. Meanwhile, language skill covers listening, writing, reading, and speaking. Among the four skills, speaking is often considered as the most difficult skill to be learned by the students. Brown and Yule (1983:23) state that learning to talk in the foreign language is often considered being one of the most difficult aspects of language learning for the teacher to help the students with. Helping the students develop the speaking skill not merely so that they can pass examination but also for more general use when they want to use the English in the outside world. They may need for further study, work or leisure, so that they will not be among the many people who unable to express his idea in English after having studied it for some years.

It is the result of direct instruction in the rules of language. And it certainly is not an age-appropriate activity for our young learners. In language learning, students have conscious knowledge of the new language and can talk about that knowledge. They can fill in the blanks on a grammar page. Research has shown, however, that knowing grammar rules does not necessarily result in good speaking or writing. A student who has memorized the rules of the language may be able to succeed on a standardized test of English language but may not be able to speak correctly.

A good teacher should ensure that his or her teaching methods are suited to the level of cognitive development reached by the children at their schooling stage, and thus avoid many behavior problems that occur when children become bored and unable to follow what is being taught. Routine activities in learning can make the students bored. (William and Burden (1997:111))

Douglas (1987 : 48) stated "Routine activities in learning can make the students bored. As a result, their motivation and participation in learning will decrease". Here, interest becomes a crucial factor in deciding in teaching children on classroom practice. So, the teacher should apply the right teaching technique which can increase the students' interest to the learning process in the classroom. In other words, the technique used by the teacher in teaching English to the primary school students should be able to create an interesting atmosphere so that the students will be enthusiastic to the learning process.

There are many media is use in teaching learning process. Usually media is use in teching english to young learners because use it the teaching learning process will more easily.Young learners will be interesting and enjoyable in class room. For example kids magazine. Kids magazine is various kind of visual media which can be effectively use by EYL.

The teachers, therefore, are challenged to develop various teaching techniques. The variety of teaching techniques will help learners to get higher motivation to learn and speak English, as such give some games, storytelling and song.William and Burden (1997:111) say that motivation is the most powerful influences on learning.

At the fifth grade students of SDI Miftahul Huda where the writer conducts the research, there is the same phenomenon in which the students face the problem in learning English. The students’s motivation in speaking is still low. The researcher known it from to steps. The first is from interviewe with the teacher of fifth grade, she said that “ most ofher students are not interested in the learning – teaching speaking process”. As the reseacher know, It’s because of the teacher always give them a monotoun tehnique such as, just ask them to foreword to make conversation with their follows patrner and read a dialogue that they have just made. The second is from observation, it can be seen from the student’s value in English lesson. The standard value in that school was 70. So, the students who got 70 or more was classified into passed and less than 70 was classified into failed. And many of the student of fifth grades got 60 untill 69, and the resercher want to increase that value to be good value.

It also can be seen from their behaviors in the classroom when the learning - teaching speaking process is in progress. As like, they are still noisy all the time and do not pay attention to the teacher's explanation. However, when the teacher shows them some things interesting such as pictures, toys, flashcards, etc, they are little bit quiet to know what the teacher is going to do. They always want to have a joyful and interesting atmosphere in the learning - teaching speaking process. They are really not interested in a monotonous or routine activity done by the teacher. It happened because their teacher think that she has to fulfill her curriculum although her student understand or not about her explanation.

Teaching a foreign language can be most enjoyable and relaxing. As a teacher, we have to be able to give them motivation and always give them new method in teaching English. Sometime a lesson consists of a game, then it is not a lesson in the eyes of the young learners and, therefore, it is greatly appreciated. Still, it is such a lesson that gives the teacher the opportunity to help the learners acquire new forms and lexis in the easiest and most effective way.We have to change their mind set that they thought English is difficult and not interesting. There are many methods that the teacher can do in teaching speaking process, as such suggestopedia, audio-lingual and TPR. Those methods can be used by the teacher in teaching speaking. The teacher also sould have strategy to solve the problem, such a roleplay, storytelling and fun game to make they feel free to speak up.

Based on the phenomenon found in the teaching English at primary school above, the writer wants to carry out a research about improving the students' motivation and achievement in learning speaking. Because their value and their speaking ability is low. Here, the writer uses fun creating activities as the technique in teaching English. It is also aimed to change the atmosphere in the classroom, so that the students will feel more interested in having lesson and to be easier in learning English. The writer would like to study “Using English fun magazine in teaching speaking for young learner’s classroom at SDI Miftahul Huda Tulungagung ".

In this research, teaching speaking using magazine is introduced. There are many pictures and stories in *fun magazine* that can be used by teacher in teaching and learning English. Using *fun magazine* as media it also make easy for students to understand it. Because children like picture, story and colourfull book. And the containt of *fun magazine* is full of advertising that children can learn and understand it easier. And it’s also enable for students to have authentic experience in controlled environment. It is also contextualizing language naturally by showing real life into the classroom. And the focus of this research is developing student’s speaking skill of the students of the fifth grade of SDI Miftahul Huda.

**B. Formulation of Problem**

The problems can be formulated as follows:How can Fun magazine improve teaching speaking for young learners?

1. **The Objective of Study**

The research purpose is related to the formulation of the research problems. The purposes of the study are: To know how Fun magazine improve teaching speaking for young learners.

1. **Significance of Study**

The result of the study is expected to give some contributions to :

1. The teacher,

The result can encourage the English teacher in creating effective ways in teaching English especially teaching speaking. So the rresult can be used feed back to improve her teaching alternative reference in teaching speaking.

1. The fifth grade of SDI Miftahul Huda Tulungagung,

This research introduces to the students the new media of learning speaking Through *fun magazine*. They will recognize many fun and interesting games, the student will get new interesting way to learn speaking, they will have desire to learn speaking with fun game and enrich student knowladge fun game of media.

1. **Definition of key Term**

Definition of key term is important to be given in order to avoid misunderstanding. Referring to the topic discussed in the present study some terms used need to be defined are as follows:

1. Teaching speaking : teach English language learners to produce the English speech sounds and sounds patterns, Nunan (2003 : 1-3 )
2. Young learners : formal education before the transition to scondary school, Lynne cameron ( 2009:11)
3. English fun magazine : one of the kinds children magazine that build at P.T Antar Surya Jaya Surabaya.